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"With Liberty and Justice for All"

MAKING CIVIL RIGHTS REAL IN AMERICA

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"With Liberty and Justice for All"

Little Rock Central High School, c. 1990s. NPS photo by Tod Swiecichowski; March on Washington, c. 1963. *National Archives and Records Administration;* Women Suffragists, c. early 1900s. *Library of Congress.*

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Little Rock Nine entering Central High School on September 25, 1957 by Will Counts. *Arkansas History Commission*

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Little Rock Central High School, c. 1990s. *NPS photo by Tod Swiecichowski*

Introduction

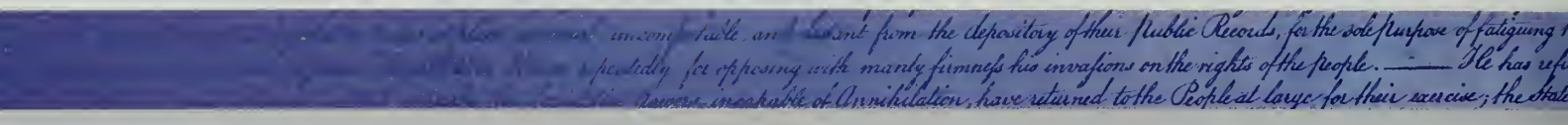
In the summer of 2004, 9th-grade instructors from the Freshman Academy at Little Rock Central High School —site of the 1957 desegregation crisis—joined staff from the Little Rock Central High School National Historic Site to create a curriculum unit that combined civics and the 1957 desegregation story at Little Rock Central High School.

In the meetings, the teachers asked the following questions:

- How could instructors use the historic site in the overall curriculum of civics in the 9th grade and introduce students to the importance of what happened in their own school?
- Why, as a society, do we not place emphasis on the civil rights movements as an overall process that began in various parts of the world long before the founding of the American colonies and how did these precursors to the civil rights movements affect actions and attitudes in the United States?

- How, as instructors, can we convey the message that the struggle for civil rights is an on-going struggle?
- Finally, how can instructors impart that civil rights has a direct impact on student's lives today and is not just something that happened in the past.

With this in mind, the curriculum that developed turned from one or two lesson plans into a year-long, problem-based learning project that culminates in an assignment that utilizes research, computer, language, and writing skills.



The primary goal for the year-long study has students gaining a knowledge and appreciation of the struggle of humans by revisiting our civil rights history, its tie to the founding documents of the United States, and important constitutional decisions of the 19th and 20th centuries that relate to the overall civil rights movements.

This curriculum is designed to encompass primarily 7 to 10 nonconsecutive days in a 9th-grade civics classroom during the school year. It is not meant to be given consecutively, but on the teacher's individual class time frame, in accordance with the textbook, and joint projects with instructors of other subjects. It will revisit various civil rights subjects in civics class, reaffirm the foundations of our democracy, and have students analyze our collective past.

If you have comments or questions regarding the curriculum please contact:

Education Specialist
Little Rock Central High School National Historic Site
700 West Capitol Avenue, Suite 3527
Little Rock, Arkansas 72201

(501) 374-3067 (phone)
(501) 301-7762 (fax)

Grade Level:

9 (can also be used for 9-12 grade levels)

Curriculum Subject:

Civics/Government and Social Studies

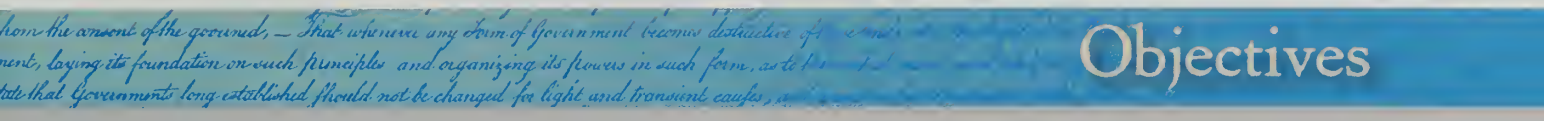
Format:

Problem-Based Learning

General Materials Needed:

- "With Liberty and Justice for All:" Making Civil Rights Real in America teacher instructor binder and CD-ROM (contains supplementary materials for use in the classroom).
- Civics textbook.
- Student journal.
- Wall space in the classroom large enough to document the project throughout the year.
- Three-ring binder supplied by the student (2" suggested).
- Package of tabbed dividers supplied by the student.
- Package of floppy disks or CD ROMs provided by student or school.
- Access to computer lab for several class periods.
- Internet access.
- Access to research materials (i.e., library or archives).
- Butcher paper, glue, scissors, markers, "parchment paper."

Arkansas National Guard turn Elizabeth Eckford away from Little Rock Central High School, September 4, 1957, by Will Counts. *Arkansas History Commission.*



Objectives

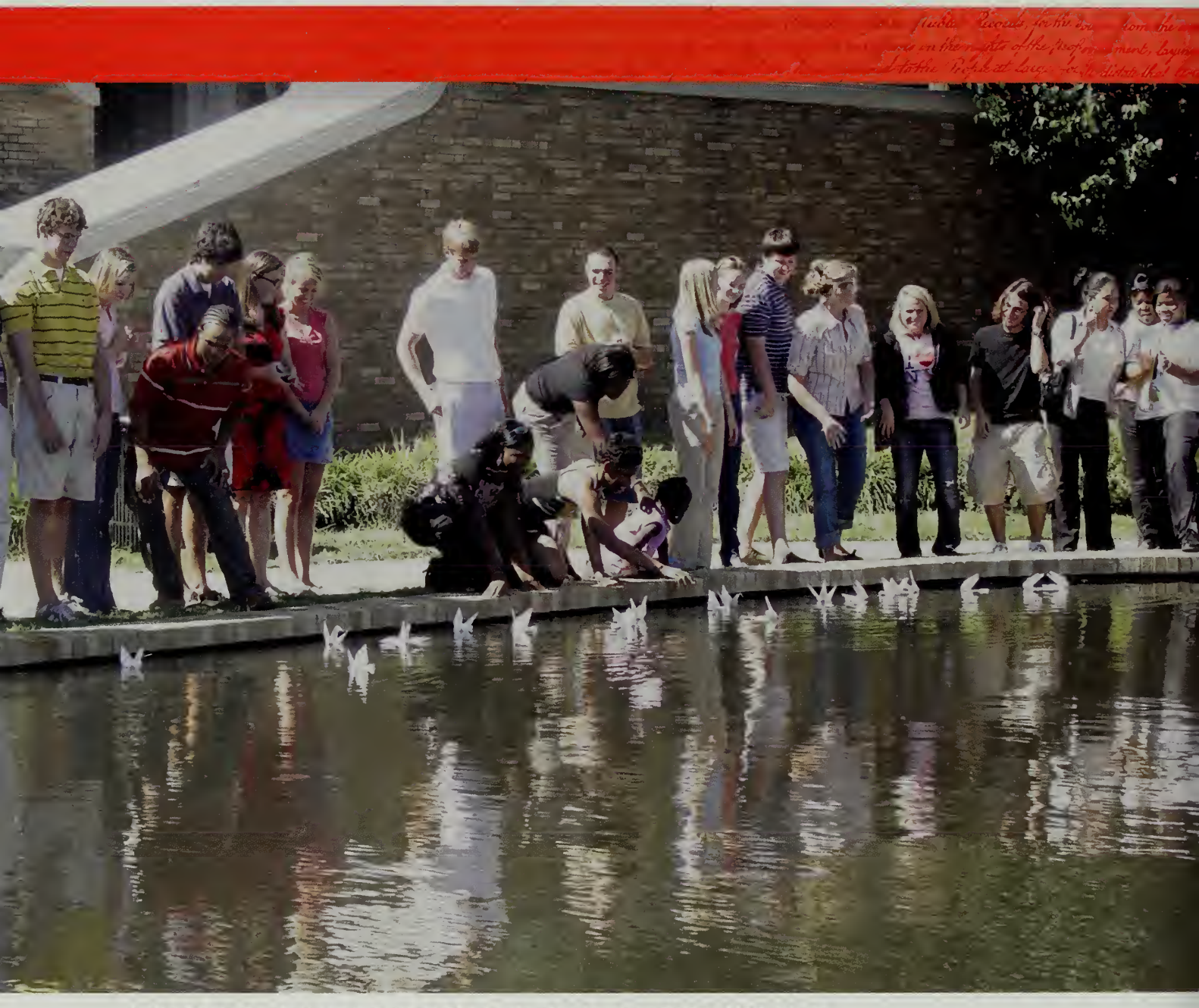
The first objective of this curriculum is to use the story of the desegregation crisis at Little Rock Central High School in September of 1957 as a focus of a year-long civil rights study in 9th-grade civics classes. The unit is built around the following essential questions:

When–and how–have different groups of Americans found ways to "fix" their civil rights issues when a promise or pledge has been broken? Also, when and how would you try to help in a civil rights struggle for another group of Americans whose rights also mattered to you?

The second objective of this lesson is to connect the events of Little Rock Central High School between 1957 and 1959 to the larger, on-going struggle for civil rights by different groups of Americans over time by using the following:

- Instructors will illustrate to students the attempts by Americans to define civil rights in written documents. They will also discuss how Americans have tried to protect civil rights through the rule of law.
- Students will analyze historical documents in terms of how civil rights are protected.
- Students will investigate historical events in America (and Europe) and how these events have been used as tools for civil rights changes.
- The project will culminate in a documentary research project where students will interview older adults in their own family or community about their personal experiences related to changing race relations or other civil rights issues.

With the assistance of the EAST Lab/computer labs at schools, students will turn their projects into web pages for their own Civil Rights Memory Project. New interviews and research by each entering freshman class will be added to make this an on-going civil rights project.



Little Rock Central High School Students, September 2004. *NPS photo.*

Procedure

Each day begins with a short but important list of guiding questions. These will lead students to uncover the key details and ideas in the historical documents or events that are discussed that day. The essential question is the largest—and most personal—of the questions. It requires each student to understand not just the facts, but the larger concept that makes this topic important enough for the student to care about. The essential question also forces each student to decide how he or she could use the knowledge gained and what he or she might do in the future.

Specific benchmarks for the civics and social studies have been supplied for each lesson. You will need to tie them to your individual school district. A set of guiding questions has been supplied for you and each lesson includes two days of activities. One day will include classroom work (critical thinking skills) and one day will be for research/study in the computer lab (on-line research skills and strategies).

A Brief History of the 1957 Desegregation

Little Rock Central High School is closed, August 1958. *Arkansas History Commission.*

Crisis at Little Rock Central High School

Little Rock Central High School, the symbol of the end of racially segregated public schools in the United States, was the site of the first important test for the implementation of the United States Supreme Court's historic ***Brown v. Board of Education of Topeka*** decision of May 17, 1954. This decision declared that segregation in public education was an **unconstitutional** violation of the "equal protection of the laws" clause in the **Fourteenth Amendment** to the U.S. Constitution.

Governor Orval Faubus, September 1957. *Arkansas History Commission.*

Events in the fall of 1957 drew international attention as Little Rock became the epitome of state resistance when Arkansas **Governor Orval E. Faubus** directly questioned the sanctity of the federal court system and the authority of the Supreme Court's desegregation ruling by calling out the National Guard to prevent nine African-American high school students from entering Little Rock Central High School.

The controversy in Little Rock was the first fundamental test of the United States' resolve to enforce African-American **civil rights** in the face of massive southern defiance during the period following the *Brown* decisions. When **President Dwight D. Eisenhower** was compelled by white mob violence to use federal troops to ensure the rights of African-American children to attend the previously all-white Little Rock Central High School, he became the first president since the post-Civil War Reconstruction period to use federal troops in support of African-American civil rights. As a result, the eyes of the world were focused on Little Rock in 1957 and the struggle became a symbol of southern racist reaction.

On May 17, 1954, the United States Supreme Court ruled that racial segregation in public schools was unconstitutional. In August of 1954, the **National Association for the Advancement of Colored People (NAACP)** petitioned the **Little Rock School Board** for immediate **integration** of the schools. In response, the school board stated that "until the 'Supreme Court of the United States makes its decision...more specific, [the] Little Rock School District will continue with its present program." With this statement, the school board members ensured that they would not desegregate the schools of the city quickly. The NAACP (led

by lawyer Wiley Branton) petitioned the school board "to take immediate steps to reorganize the public schools under your jurisdiction in accordance with the constitutional principles enunciated by the Supreme Court."

In 1955, responding to further Supreme Court rulings and re-argument of the ***Brown v. Board*** case, known as *Brown II*, the Little Rock School Board adopted a plan of gradual integration called the **Blossom Plan** (named for the Little Rock School District superintendent, Virgil T. Blossom). It called for **desegregation** to begin at the high school level in September of 1957. Lower grades would be gradually integrated over the following six years.

While the local, state, and federal governments were trying to figure out ways to desegregate schools, a group of segregationists formed and called themselves the **Capital Citizens Council.** Their goal was to keep the schools of Little Rock segregated. Another group, headed by several women, formed the **Mother's League of Central High School** to oppose desegregation.

Reconciliation: Elizabeth Eckford and Hazel Massery, September 1997. *NPS Photo.*

The first test came in 1956, when 27 African-American students attempted to register in white Little Rock schools, but were turned down. Instead, they were told to attend school in the newly opened Horace Mann High School for black students housed in the former Dunbar High School building because construction was not yet completed. Superintendent Blossom assured the students' parents that he wanted to be "kind" to these students, but one NAACP representative said that the superintendent's actions were "more like the old run-around deception, than an honest and conscientious plan of the school board to integrate the schools." Next, the NAACP filed a lawsuit on behalf of the African-American students who were denied admittance to white Little Rock schools in 1956. In ***Aaron v. Cooper***, the NAACP stated that their objective in filing the suit "was to secure the prompt and orderly end of segregation in the public schools. We want all children, regardless of race, to have the opportunity to go to the public schools nearest their homes." The suit was dismissed and a federal judge declared that the Little Rock school board acted in "good faith" but the judge retained federal jurisdiction over the case.

As desegregation of Little Rock schools grew closer, the **Arkansas State Legislature** approved four "segregation bills" in early 1957. These bills created the **State Sovereignty Committee** (House Bill 322) to investigate those encouraging integration, removed the mandatory school attendance

Daisy Bates, c. 1950s by Binn Photography. *Special Collections, University of Arkansas.*

requirement at all integrated schools (HB 323), required the registration of certain individuals and organizations such as the NAACP (HB 324), and authorized school boards to use school funds to fight integration (HB 325). In addition, the legislature also placed a three percent sales tax on the election ballot to ensure that more money would be spent toward fighting desegregation.

The Capital Citizens Council issued a statement in mid-1957 that supported segregation: "The Negroes have ample and fine schools here and there is no need for this problem except to satisfy the aims of a few white and Negro revolutionaries in the local Urban League and the National Association for the Advancement of Colored People."

Other members of the Capital Citizens Council gathered in the summer of 1957 to plan their fight against desegregation. They ran advertisements in newspapers that included the following questions: "At social functions would black males and white females dance together? Would black students join clubs and travel with whites? Would black and white students use the same rest rooms?"

In the midst of growing turmoil in August 1957, the governor of Georgia came to Arkansas and held a state-wide meeting to oppose desegregation. He praised the Arkansans who were fighting for their belief in the right of the state to oppose the federal government (also called **state's rights**). He also met with the Capital Citizens Council and Governor Faubus to show his support for their efforts.

On the morning of September 2, 1957, Governor Faubus ordered the **Arkansas National Guard** to prevent the African-American students from entering Little Rock Central High School. In a televised speech, he proclaimed that it was to prevent violence and protect the students. The nine students were told by the Little Rock school board members to stay away from school for their own safety because the governor had heard a rumor that white supremacists were headed toward Little Rock.

On September 3, 1957, the Mother's League held a sunrise service at Little Rock Central High School. It was attended by members of the Capital Citizens Council, angry parents of white students, and local religious figures. The crowd sang "Dixie," flew the Confederate battle flag, and praised Governor Faubus. Despite the protest, federal **Judge Richard Davies** issued his ruling that desegregation would continue the next day. In response, Governor Faubus ordered the National Guard to stay at the school.

The nine black students attempted to enter Little Rock Central High School and were turned away by the National Guard on September 4. Ernest Green, Elizabeth Eckford, and Terrence Roberts arrived at the school without their parents. Eckford found herself surrounded by an angry mob. She sat alone on a bus stop bench and waited to go to her mother's work. Later, Eckford remembered, "I tried to see a friendly face somewhere in the mob – someone who maybe would help. I looked into the face of an old woman and it seemed a kind face, but when I looked at her again, she spat on me." At least one sympathetic member of the crowd, Dr. Benjamin Fine, a white reporter from New York, sat down beside her and said, "Don't let them see you cry." The following day, none of the nine students attempted to re-enter the school and the Little Rock School Board requested that desegregation be temporarily halted.

Elizabeth Eckford surrounded by angry crowd, September 4, 1957, by Will Counts. *Arkansas History Commission.*

In the following days, Governor Faubus appeared on national television to reaffirm his support of segregation. He also met with President Eisenhower and "assured the President of my desire to cooperate with him in carrying out the duties resting upon both of us under the Federal Constitution." Meanwhile, Judge Davies began legal proceedings against the governor and several National Guardsmen for interfering with integration. Under federal court order, Governor Faubus removed the troops, left the state for a governor's conference, and the city police had to try and keep order at the school.

Finally, on September 23, the nine African-American students (after facing a crowd of over 1,000 white protestors), entered Little Rock Central High School. An anonymous man commented, "They've gone in...Oh, God, [they] are in the school." Melba Pattillo Beals, one of the nine, remembered the moment, "I had long dreamed of entering Central High. I could not have imagined what that privilege could cost me."

White students had mixed reactions to the nine African-American students. Several jumped out of windows to avoid contact with the students. Others, like Robin Woods, said, "That was the first time I'd ever gone to school with a Negro, and it didn't hurt a bit."

Outside of the school, black journalists who covered the story were harassed and physically attacked. President Eisenhower was "disgusted" when he heard about the rioting and ordered in federal troops to contain the chaos. Over 1,000

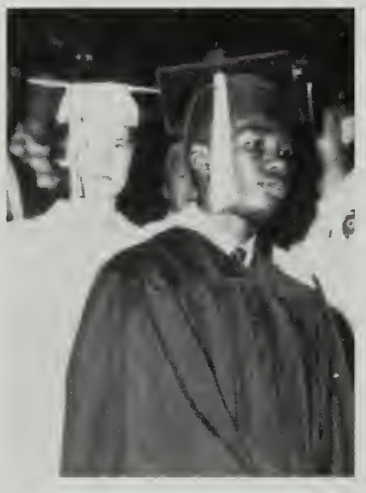
members of the **U.S. Army's 101st Airborne Division** ("Screaming Eagles") from Fort Campbell, Kentucky, came to Little Rock. The Arkansas National Guard troops were also placed under federal command. Observing the soldiers, activist and mentor to the nine students, **Daisy Gatson Bates** commented that "any time it takes eleven thousand five hundred soldiers to assure nine Negro children their constitutional rights in a democratic society, I can't be happy."

On September 25, the nine students were escorted back into Central High School after General Edwin Walker of the United States Army addressed the white students of Little Rock Central High School in the auditorium, "You have nothing to fear from my soldiers, and no one will interfere with your coming, going, or your peaceful pursuit of your studies." When they arrived, the student body reaction was once again mixed. One student commented that "if parents would just go home and let us alone, we'll be all right...we just want them to leave us be. We can do it."

Governor Faubus, meanwhile, took a siege mentality to "forced integration" at Little Rock Central High School and said, "We are now an occupied territory. Evidence of the naked force of the federal government is here apparent, in these, unsheathed bayonets in the backs of schoolgirls." After less than a month at the school, most members of the 101st Airborne left Arkansas and turned their duties over to the Arkansas National Guard, which was now federalized. Discipline problems resurfaced at the school after the U.S. Army troops left and school and National Guard records indicate that incidents of harassment of the nine students escalated. Local business leaders, who had called for peaceful compliance with court orders for school integration, were met with resistance. For instance, the Mother's League sought through the court system to have the federal troops removed from Central High School on the grounds that it violated federal and state constitutions (the action was dismissed) and Governor Faubus issued statements expressing his desire that the nine students be removed from the school. Religious congregations of all faiths gathered to pray for a peaceful end to the conflict and the NAACP fought the validity of the Sovereignty Commission and the forced registration of certain membership lists and organizations. One of those fined for not registering as a member of the NAACP was Daisy Bates, who was fined $100 for not complying with the State Sovereignty Commission regulations.

Throughout the school year, incidents of violence against the nine students grew. Verbal arguments and physical violence were common. The school received five bomb threats in a seven day period in January 1958. That month, Minnijean Brown, one of the nine students, had chili dumped on her shoulders by a boy in the lunchroom. A month later, Brown called one of her tormenters "white trash" and was attacked by several bystanders. She said of the argument,

"I just can't take everything they throw at me without fighting back..." Brown was expelled–along with several other white students who had cards that read, "One down...eight to go" (these cards were distributed to other students). After these incidents, Minnijean Brown left the school and moved to New York. The violence was not limited to the nine students—a white boy who talked with Ernest Green was verbally threatened and his car was vandalized.



Ernest Green graduates from Little Rock Central High School, May 1958, by Will Counts. *Arkansas History Commission.*

The crisis at the school spilled over into the city of Little Rock. Segregationists threatened to boycott businesses that advertised in the *Arkansas Gazette* (which they viewed as being pro-integration). A new African-American organization, the **Greater Little Rock Improvement League** formed to end the crisis without pursuing litigation (counter to the actions of the NAACP). Meanwhile, the Capital Citizens Council and other segregationists continued to file legal action against integration of the city's schools. Local businessmen proposed alternate plans for desegregation which were supported by both the *Arkansas Gazette* and the *Arkansas Democrat*, but opposed by the NAACP, the Capital Citizens Council, and the Mother's League (Governor Faubus remained non-committal), and Harry Ashmore, a journalist/editorialist for the *Arkansas Gazette*, received a Pulitzer Prize for his objectivity in covering the Little Rock Central High School Crisis.

By the time the first African-American student graduated from Little Rock Central High School in the spring of 1958, events had not calmed down. The only senior among the nine students, Ernest Green, received his diploma while police and federal troops stood in attendance. **Dr. Martin Luther King, Jr.,** attended the graduation ceremony. Green later commented, "It's been an interesting year. I've had a course in human relations first hand."

Lesson 1

We the People

Tie-in to Textbook: In general, use the chapter dealing with "who are citizens." For those using the textbook, *American Civics*, use *Chapter 1: We the People.*

Objectives for Lesson #1:

- Students will form questions for themselves.
- Students will recognize that the struggle for civil rights and American democracy is NOT a finished chapter in American history. In other words, it did not begin or end in the 1950s and 1960s.
- Students will understand that Americans have tried to resolve civil rights issues in a variety of different ways.
- Students will relate civil rights issues of the past to their own present-day lives.

Materials Needed for Lesson #1:

Civics textbook
2" binder (student provided)
Tabbed dividers (student provided)
Tabs (CD ROM)
Teenager's Bill of Rights handout (CD ROM)

March on Washington, c. 1963. *Library of Congress.*

Guiding Questions for Lesson #1:

- Define what is/are civil rights.
- Identify when the struggle for civil rights began. Speculate on when the struggle for civil rights ended—or has it?
- Reflect on how citizens bring about change in the struggle for civil rights.

Activities for Lesson #1:

1) Assign appropriate reading in the textbook about the importance of civics in our daily lives and who are considered U.S. citizens. Discuss in class (this may be done several days leading up to this activity).

2) In order for students to begin to connect with the concept of civil rights, conduct this exercise on civil rights in their family or social unit:

- **Break students into groups:**
  - Identify several civil rights issues that you have identified in your family or social unit.
  - List some of the "fair" or "unfair" civil rights practices in your family or social unit (or what the students consider "fair" or "unfair").
  - Make a list of the "fair" or "unfair" civil rights in their group that the students would like to change.

Students should then list five (5) to ten (10) of the civil rights discussed in their groups and draw up a *"Teenagers Bill of Rights"* (CD-ROM) and place in student notebook under the divider *"Student Class Assignments"* (CD-ROM).

Read aloud the lists for each group. Identify the common civil rights among the groups and consolidate the list. In the computer lab, have students create their own *Teenagers Bill of Rights* using their own ideas for text, graphics, etc. This will be printed out and placed in the area of the classroom that is devoted to this curriculum. Keep a copy in their *"Student Class Assignments."* (See page 17 for questions).

3) Propose the following guiding questions for Lesson #1 to the classroom. Have students write down their own observations from these questions on civil rights and place in their notebook under the divider, *"My Thoughts"* (CD-ROM). You will use this exercise two more times—once in the middle of the curriculum and again at the end —using the same questions.

Allow students a few minutes to answer the questions and reflect on their writings. These paragraphs will be used to evaluate writing and analytical thinking skills, as well as allowing the student to see how their personal view may have changed over the course of the school year.

Little Rock Central High School Students, September 2004. *NPS photo.*

Note to Teachers: Not all civil rights will be popular with students. The teacher can note the differences of opinion among students, how arguments are settled, the process students should follow in the classroom when they disagree, etc.

Lesson 2

We the People

Tie-in to Textbook: In general, use the chapter dealing with "who are citizens." For those using the textbook, *American Civics,* use *Chapter 1: We the People.*

Objectives for Lesson #2:

- Students will form questions for themselves.
- Students will recognize that the struggle for civil rights and American democracy is NOT a finished chapter in American history – it did not begin or end in the 1950s and 1960s.
- Students will understand that Americans have tried to resolve civil rights issues in a variety of different ways.
- Students will relate civil rights issues of the past to their own present-day lives.
- Students will use computer search skills.

Materials Needed for Lesson #2:

Civics textbook
Student journal
2" binder (student provide)
Tabbed dividers (student provide)
Tabs (CD ROM)
Floppy disk or CD ROM (student provide)

Activities for Lesson #2:

1) Brainstorm a list of civil rights issues that impact the world in the 21st century –and students in particular. Have students write down this list, place in notebook under *"Student Class Assignments"* (CD ROM). Take this list to the computer lab or use in the classroom.

Teacher Hint: According to several civil rights groups, these are identified as civil rights issues among teenagers:

Juvenile Justice	Sentencing/Prisons	Victim's Rights
Racial Bias	Disability Issues	Drug Issues/Testing
Free Speech	HIV/AIDS	Immigrant Rights
Lesbian/Gay Rights	National Security	Religious Liberties
Censorship	Flag Desecration	Right to Protest
Student Speech	Internet Censorship	Minority Voter Rights
Affirmative Action	Reproduction Rights	Dress Code (students)
Drug Test in Schools	Zero Tolerance Policies	Off-Campus Conduct
Privacy in School	Religion in School	Marriage/Dating Issues
Driving Regulations	Alcohol Purchase	Teen Curfews
Movie Ratings	School Attendance	Smoking
Teen Employment	Family Emancipation	Voting
Civic Participation		

Students can choose two or three civil rights concepts from the compiled list. Then, utilizing a computer with Internet access or the library, document the status of these issues in order to be graded. Students using computers will utilize two search engines (Google, etc.) by comparing search results. The instructor needs to review Boolean logic (quotes, in combos, etc.). Have each student make a quick list of websites, learn to save in folder, on floppy disk or CD ROM, and print a hard copy.

An alternate to writing and computer work is using art to illustrate the status of civil rights concepts. For extra points, students can expand the project by identifying the status of the civil rights concept listed above and how they existed/exist in Arkansas. Write or illustrate the concepts for grading.

Lesson 3

Magna Whatta?

Civil Rights Taking Roots on American Soil

Tie-in to Textbook: In general, use the chapter dealing with the foundations of democracy. In the textbook, *American Civics,* use *Chapter 2: Foundations of Government.*

Objectives for Lesson #3:

- Students will practice developing and using questions.
- Students will comprehend certain points about civil rights taking hold in early American history.
- Students will read and comprehend historical documents.
- Introduction to the idea that the first step in guaranteeing civil rights for Americans is to make them part of the *written* rule of law.

Materials Needed for Lesson #3:

Civics textbook
Student journal
2" binder (student provided)
Tabbed dividers (student provided)
Tabs (CD ROM)
Who's Heard handout (CD ROM)
Document Comparison handout (CD ROM)
Living Documents Scavenger Hunt handout (CD ROM)
Magna Carta handout (CD ROM)
English Bill of Rights handout (CD ROM)
U.S. Bill of Rights handout (CD ROM)
Declaration of Independence handout (CD ROM)
Historic Photographs handout (CD ROM)
APPARTS handout (CD ROM)
Journal Questions handout (CD ROM)

King Charles II (1630–1685) by Adriaen Hanneman, c. 1648. *National Portrait Gallery, London England.*

Note to Teachers: In the previous lesson, students identified how civil rights impact Americans. They also realized that it is an on-going process that affects them and their families. This lesson examines the origins of the civil rights movement and the impact that civil rights in world history had on our founding documents. Students will identify where civil rights are specifically written into our founding documents that guide this nation.

Guiding Questions for Lesson #3:

- Where did American colonists get the idea for the origins of the republic?
- What are the founding documents that protect the rights of Americans? What rights do they protect?
- What type of people were involved in forming the new government?
- Whose voice(s) is/are not heard in the development of the early republic?
- In the 18th century, identify who was protecting the status quo and who is pushing for civil rights change.
- Where did Americans get the idea that they deserve rights? Where does it say so?

"The Rebels of '76," c. 1876, in *Frank Leslies Illustrated.* *Library of Congress.*

Bell-Ringer:

1) Try to translate a sentence of one of the documents (teacher handout). Write down in the student journal what it says, then write out how someone today could say the same idea (ex: "We hold these truths to be self-evident.")

2) Using the Declaration of Independence, find a quote that sounds like the famous complaint in American history, "No Taxation Without Representation."

Activities for Lesson #3:

1) Assign students reading in the civics textbook associated with why Americans have government and the origins of government developed in the United States. Make sure these readings include the mention of European documents that heavily influenced Americans (Magna Carta, English Bill of Rights). Then, ask students guiding questions on page 22 for this lesson using the *Document Comparison* handout (CD-ROM). Have students place this handout in their *"Student Class Assignment."*

2) Read and examine the *Magna Carta* (CD-ROM) and the *English Bill of Rights* (CD-ROM). The instructor can make an overhead from these documents and provide a summary of both documents using the document comparison handout provided on CD ROM. Give each student a copy of the document comparison handout and the documents that they will read and fill out and place in *"Student Class Assignments."*

Using the *U.S. Bill of Rights and the Declaration of Independence* (CD-ROM), locate where all four documents overlap each other and add this to the comparison table. Students may research and answer the questions following the table for grading (answers can be found on the Library of Congress and National Archives and Records Administration web sites). Students should also place copies of the historical documents under the divider, *"Historical Documents."* All assignments should be placed under *"Student Class Assignments"* for grading by the instructor.

3) Students learn how to analyze documents using the *APPARTS* handout (CD ROM). In teams, students analyze the four major documents that helped to establish our civil rights. Students reproduce the documents on "parchment" (purchased from an art supply store) using their own words, but including quotes from the original documents for the most important concepts.

4) Students work in pairs to identify key phrases in the Declaration of Independence related to civil rights found in the earlier English Bill of Rights (1689). Students will use their notes to write a compare/contrast essay.

5) Do the ideas of civil rights in the U.S. Bill of Rights (1788) seem to be influenced by the ideas in the earlier Declaration of Independence (1776)? Where could the ideas in the Declaration of Independence have come from (reinforcement)?

Lesson 4

"If These Halls Could Talk:" The Story of Little Rock Central High School

Tie-in to Textbook: Chapter dealing with "who are citizens." For those using the textbook, *American Civics*, use *Chapter 1: We the People.*

General Objectives for Lesson #4:

- Students will form questions for themselves.
- Students will recognize that the struggle for civil rights and American democracy is NOT a finished chapter in American history. In other words, it did not begin or end in the 1950s and 1960s.
- Students will understand that Americans have tried to resolve civil rights issues in a variety of different ways.
- Students will relate civil rights issues of the past to their own present-day lives.

Lesson #4 introduces the following concepts to students:

- The 1957 desegregation crisis at Little Rock Central High School was a turning point in civil rights history.
- The study of oral history is an important source for learning about the past.
- The past is still part of the present.

Jefferson Thomas and Ernest Green, c. 1957, by Will Counts. *Arkansas History Commission.*

Materials Needed for this Lesson:

Student journal (student provides)
Historic photographs of the Little Rock Nine (CD ROM)
The Ernest Green Story (DVD or VHS)
Ernest Green Story Quiz handout (CD ROM)

Guiding Questions:

Read these questions to the students prior to the beginning of class to allow them to think about:

- Who gave the nine African-American students the *right* to come to Little Rock Central High School?

- What happened when the students entered the high school?
- Why do people remember this story?
- What do people still remember about the desegregation crisis?

Bell-ringer: Writing in your journal for five minutes at the beginning of class, answer the following questions:

- Why are you attending Little Rock Central High School (alternate: Why are you attending your high school?)
- Do you know anybody else who has been a student at this high school (who and when)?
- Who gave you the right to come to school here…who said you could be at this school?

Ernest Green graduates from Little Rock Central High School, May 1957, by Will Counts. *Arkansas History Commission.*

Activity: Students will study historic photographs supplied by the instructor to generate "interview questions" for Ernest Green, one of the Little Rock Nine, before viewing *The Ernest Green Story* about his experiences at the high school in 1957. Conduct one of the following:

- After viewing the film, students will answer the Ernest Green Quiz (CD ROM) to demonstrate his/her knowledge of what they have seen.
- Construct a wall display of questions for further study about the Central High story that will be used throughout the school year.
- Students write and answer guiding questions given at the beginning of the lesson (alternate: use this as homework).

The *Ernest Green Story* can be obtained at:

Disney Edu-Station (Disney Educational Products) at http://www.dep.disney/educational/store. Query *"The Ernest Green Story."* It is available in both VHS and DVD. In Arkansas, The Ernest Green Story can be obtained through the regional Arkansas Educational Service Cooperatives or on loan from the Little Rock Central High School National Historic Site by calling (501) 374-1957 on a two-week reservation basis. The teacher will be responsible for return postage.

Lesson 5

For Better or For Worse: Which Branch of Government has the Most Effect on Civil Rights?

Tie-in to Textbook: For all teachers, use the chapters in the textbook on the Executive Branches of government.

General Objectives for Lesson #5:

- Students will form questions for themselves.
- Students will recognize that the struggle for civil rights and American democracy is NOT a finished chapter in American history. In other words, it did not begin or end in the 1950s and 1960s.
- Students will understand that Americans and the U.S. government have tried to resolve civil rights issues in a variety of different ways.
- Students will relate civil rights issues of the past to their own present-day lives.

Lesson #5 introduces the following concepts to students:

- Government has a large influence on helping or hindering the civil rights efforts in America.

Materials Needed for this Lesson:

- Student journal (student provides)

Japanese–American screen printer, c. 1940s. *Library of Congress.*

Guiding Question:

- Which branch of government has the most power to affect civil rights —for better or for worse?

Bell-Ringer: Read a list of ten (10) government acts and put a positive (+) or negative (-) symbol in front of the positive and negative acts that have affected American society.

Activities for Lesson #5:

1) Using archival or electronic sources, have students find sources of presidential actions (Executive Orders), federal and state laws (Acts), and U.S. Supreme Court decisions (Blank v. Blank). Create a six-slide Power Point showing the positive and negative examples of each branch of government's affect to their question. Students will need to make an oral presentation in class with the Power Point.

2) Using the above information gathered, create an outline and write a short compare/contrast essay using a rubric.

3) For closure, answer the Guiding Questions.

Lesson 6
Hall of Fame and Hall of Shame: Struggles of Groups for Equal Protection Under the Law

Tie-in to Textbook: In general, use the chapter dealing with the foundations of democracy. In the textbook, *American Civics,* use *Chapter 4: Rights and Responsibilities.*

General Objectives for Lesson #6:

- Students will form questions for themselves.
- Students will recognize that the struggle for civil rights and American democracy is NOT a finished chapter in American history. In other words, it did not begin or end in the 1950s and 1960s.
- Students will understand that Americans have tried to resolve civil rights issues in a variety of different ways.
- Students will relate civil rights issues of the past to their own present-day lives.
- Introduction to key events in American history when civil rights promised in the U.S. Constitution were denied to a particular racial/ethnic/gender group.
- Students will identify a variety of ethnicities and minorities who have lived in the U.S.
- Students will understand that ethnicities, minorities, and women in the U.S. have not received equal treatment throughout history.

Women suffragists, c. early 1900s. *Library of Congress.*

- Students will illustrate the need for Americans to constantly watch for abuse of civil rights against any one group.

Process for Lesson #6: In the previous lessons, students identified how European documents influenced the American Bill of Rights and the Declaration of Independence. Students also received reinforcement that the civil rights movement was a struggle that began in Europe before spreading to North

America, and not a 20th century phenomenon. Students also contemplated the importance of the Declaration of Independence in its early and final drafts in relation to civil rights. In this lesson, students will review the appropriate civics text related to who are U.S. citizens and the rights and responsibilities of citizens in obtaining civil rights.

Lesson #6 introduces the following concepts to students:

- Students will identify a variety of ethnicities, minorities, and women that have lived in the United States.
- Students will understand that people of different ethnic groups in the U.S. have not received equal treatment throughout history.
- Peoples actions through government can have a large influence on helping or hindering the civil rights efforts in America.
- Students will identify individuals and groups who fought to win, win back, or protect the rights being denied other Americans.
- The past is still part of the present.

Materials Needed for this Lesson:

Civics textbook
Student journal (student provide)
Timeline software (teacher/computer lab provide; Excel program)
Butcher paper (teacher provides)
Scissors (teacher provides)
Glue (teacher provides)
Heroes of Democracy pictures (CD ROM)
Hall of Fame/Shame handout (CD ROM)

Guiding Questions:

- Define what is/are civil rights.
- Identify when the struggle for civil rights began. Speculate on when the struggle for civil rights ended - or has it?
- Reflect on how citizens bring about change in the struggle for civil rights.

Activities for Lesson #6:

1) Brainstorm a list of various ethnic groups and minorities. Begin with early immigrant groups and add more recent ethnic immigrants to the United States. Add other minority groups either recognized by the law or seeking to be (e.g: American Indians). List these groups on a poster board, then go to the lesson from the University of Arkansas at Little Rock *Life Interrupted* project at www.lifeinterrupted.org.

2) Recalling the guiding questions, have students search for names of individuals or groups who have spoken out or taken actions to stop violations of civil rights against particular ethnic or minority groups:

- Summarize the efforts that these groups have made to prevent, end, or reverse the acts learned in the Japanese-American lesson. Call them the *"Hall of Fame."*

American Indians, c. late 1800s. *Library of Congress.*

- Using computer skills, print a framed image, create a caption and *"Hall of Fame"* nomination form (CD ROM) for the person summarized, and cite the source.
- After gathering images, create a timeline for the classroom wall using butcher paper. Mount the pictures, photos, or other illustration of *"Hall of Fame"* nominees in chronological order.

A list of census records and groups can be found at several sources:

http://www.census.gov (this site will take you into an Arkansas statistical room run by the University of Arkansas at Little Rock)

http://nkasd.wiu.k12.pa.us/VHS/discnationimmig.html (brief history of immigrant groups in the United States - helpful)

http://library.uchastings.edu/library/Legal%20Research/Class%20Pages/legal-history.htm (immigrant history at Hastings University)

3) Have students list a variety of ethnicities and minorities that have lived in the U.S. They now have an understanding that many of these ethnicities and minorities were discriminated against in U.S. history and when they became recognized by the law (or in some cases, haven't).

4) Recalling the guiding questions, have students search for names of individuals or groups who spoke out or took actions to stop violations of civil rights against a particular ethnicity or minority group:

- Summarize the efforts that they made to prevent, end, or reverse governmental acts. Call them the *"Hall of Fame."*

- Using computer skills, print a framed image, create a caption and *"Hall of Fame"* nomination handout (CD-ROM) for the person summarized and cite the source.
- After gathering images, create a timeline for the classroom wall using butcher paper. Mount the pictures, photos, or other illustration of *"Hall of Fame"* nominees in chronological order.

5) Students will work in groups to create a timeline wall display using the Excel program. This display will include photos, letters, and other documents related to the individuals or groups who have tried to prevent the abuse of civil rights in America. Follow-up by writing a persuasive essay in the form of a letter that nominates a particular individual or group for America's *"Hall of Fame."*

6) For closure, answer Guiding Questions in student journal.

Alternate activity: In study pairs, choose one person from the Japanese-American "Hall of Shame" lesson, then search related websites for "nominees" for the "Hall of Shame."

Lesson 7

Three Steps Forward and Two Steps Back: The Slow Progress of Civil Rights

Tie-in to Textbook: In general, use the chapter dealing with the foundations of democracy. In the textbook, *American Civics*, use *Chapter 4: Rights and Responsibilities.*

General Objectives for Lesson #7:

- Students will form questions for themselves.
- Students will recognize that the struggle for civil rights and American democracy is NOT a finished chapter in American history. In other words, it did not begin or end in the 1950s and 1960s.
- Students will understand that Americans have tried to resolve civil rights issues in a variety of different ways.
- Students will relate civil rights issues of the past to their own present-day lives.
- Students will understand that minorities, and other groups in the U.S. have not received equal treatment throughout history.
- Students will illustrate the need for Americans to constantly watch for abuse of civil rights against any one group.

Segregated water fountains, c. mid 1900s, North Carolina. *Library of Congress.*

Process for Lesson #7:

This lesson teaches the series of events in the mid and late 1800s that led to a segregated Little Rock Central High School. It highlights the great – but temporary – breakthroughs in civil rights for African-Americans following the American Civil War, including the 13th, 14th, and 15 Amendments that ended slavery, required states to give equal protection under the law, and guaranteed the right to vote to men. The lesson also illustrates how great changes often cause counter reactions.

Lesson #7 introduces the following concepts to students:

- Breakthrough legislation that gave civil rights to African-Americans.
- Counter reactions to social change.

Materials Needed:

Civics textbook
Student journal (student provides)
Computer access (teacher provide)
Three Steps Forward, Two Steps Back handout (CD ROM)

Guiding Questions:

1) How did the doors of white high schools around the U.S. become closed to African-American students, beginning in the 19th century?

2) How was the issue of civil rights for former slaves addressed after the Civil War?

3) How did the U.S. Supreme Court interpret the 14th Amendment so that African-Americans no longer had the same rights as white citizens?

4) What was life like for African-Americans under the counter legislation in the U.S. by the beginning of the 20th century?

5) If your right to "equal protection under the law" is actually a written rule of law—the U.S. Constitution—how can that right be denied? Who or what could allow that to happen?

Bell-Ringer: Choose examples of Jim Crow laws in Arkansas. Write a three-sentence explanation of how these laws might have affected the Little Rock Nine.

Activities for Lesson #7:

1) Using computer skills, research on-line for background history of Jim Crow laws, finding out the following:

- Origin of the name "Jim Crow."
- Reason for laws.
- Examples of laws.

After finding out the information, write a compare/contrast essay:

- Select two different personal stories from an oral history website about living under Jim Crow.
- Take notes using a Compare/Contrast outline.
- Finally, draw own conclusions about how Jim Crow laws affected the way people think and use this for the concluding paragraphs.

2) Work with English teacher on *Three Steps Forward, Two Steps Back* handout (CD ROM) between civics and English classes.

3) For closure, answer Guiding Questions in student journal.

The Little Rock Nine receive the Congressional Gold Medal from President Bill Clinton, 1997. *NPS photo.*

Vocabulary

Aaron v. Cooper: United States Supreme Court decision (1957-1958) that instructed the Little Rock School Board to proceed immediately with the Blossom Plan for desegregation.

Arkansas Gazette: Arkansas' oldest newspaper (1819) – now known as the *Arkansas Democrat-Gazette*. Gave coverage to the crisis at Little Rock Central High School in 1957; Received both the Pulitzer Prize and the Freedom Award for unbiased news reporting of events.

Arkansas National Guard: State militia called up by Governor Orval Faubus to keep the nine African-American students from attending Little Rock Central High School in September of 1957; Later used to protect the nine students during the 1957-1958 school year under federal orders.

Arkansas State Legislature: Law-making body for the State of Arkansas; Composed of the Senate and House of Representatives; Instrumental in passing segregationist bills during the 1950s.

Blossom Plan: Little Rock School District plan for desegregation of public schools beginning in 1957; Named for the Little Rock District Superintendent, Virgil Blossom.

Brown v Board of Education of Topeka: Landmark 1954 court case in which the Supreme Court of the United States unanimously declared that it was unconstitutional to create separate schools for children on the basis of race. The *Brown* ruling ranks as one of the most important Supreme Court decisions of the 20th century. At the time of the decision, 17 southern states and the District of Columbia required that all public schools be racially segregated. A few northern and western states, including Kansas, left the issue of segregation up to individual school districts. While most schools in Kansas were integrated in 1954, the elementary schools in Topeka were not.

Capital Citizens Council: Group of segregationists that formed to keep the schools of Little Rock separate.

Terence Roberts and members of the Arkansas National Guard, September 4, 1957, by Will Counts. *Arkansas History Commission.*

Civil Rights: The rights belonging to an individual by virtue of citizenship, especially the fundamental freedoms and privileges guaranteed by the 13th and 14th Amendments to the U.S. Constitution and by subsequent acts of Congress, including civil liberties, due process, equal protection of the laws, and freedom from discrimination.

Women's Emergency Committee to Reopen Schools, c. 1958. *Arkansas History Commission.*

Daisy Gatson Bates: (born Huttig, Union County, Arkansas in 1914 and died in 1999; married L. C. Bates (1901-1980) and settled in Little Rock) Bates and her husband published the *Arkansas State Press*, the most influential African-American newspaper in Arkansas. Bates was a member of the NAACP and served as president of the Arkansas State Conference of NAACP branches. It was in this capacity that Daisy Bates became an advisor to the Little Rock Nine. In 1960, Bates moved to New York City and spent two years writing her memoirs of the Central High crisis. *The Long Shadow of Little Rock* was published in 1962 with an introduction by Eleanor Roosevelt. After completion of the book, Bates moved to Washington, D.C. where she worked for the Democratic National Committee and for the Johnson administration's anti-poverty programs. After suffering a stroke in 1965, she returned to Little Rock.

S.T.O.P. Campaign rally (Stop This Outrageous Purge), c. 1958. *Arkansas History Commission.*

Desegregation: To abolish or eliminate segregation in; To open (a school or workplace, for example) to members of all races or ethnic groups, especially by force of law.

Dr. Martin Luther King, Jr: (1929-1968), American clergyman and Nobel Peace Prize winner, one of the principal leaders of the American civil rights movement and a prominent advocate of nonviolent protest. King's challenges to segregation and racial discrimination in the 1950s and 1960s helped convince many Americans to support the cause of civil rights in the United States. After his assassination in 1968, King became a symbol of protest in the struggle for racial justice.

Fourteenth Amendment: An amendment to the Constitution of the United States adopted in 1868; extends the guarantees of the Bill of Rights to the states as well as to the federal government.

Governor Orval Faubus: (born Combs, Arkansas, 1910 and died in 1994) Governor of Arkansas (1955–67) and schoolteacher, Faubus served in World War II. After the war, he became a state highway commissioner. Elected governor, Faubus initially

pursued a liberal course in office but to combat his political opponents who were staunch segregationists, he adopted a hard-line position opposing school desegregation. In 1957, Faubus gained national attention when he called out the Arkansas National Guard to prevent the integration of Central High School in Little Rock, but he was eventually forced to withdraw the Guard. After rioting broke out, President Dwight D. Eisenhower sent U.S. troops to Little Rock and put the National Guard under federal command in order to ensure the integration of the school. Faubus' political expediency resulted in his repeated reelection as governor but also prevented him from moving into the national political arena. In 1970, 1974, and 1986 he sought reelection as governor of Arkansas but was unsuccessful in each attempt at a political comeback, the last time losing to Bill Clinton.

Greater Little Rock Improvement League: Organization that formed to end the desegregation crisis at Little Rock Central High School without pursuing litigation.

Judge Richard Davies: Federal judge who ordered the continued desegregation of Little Rock Central High School in September of 1957.

Integration: The act or process of making whole; the bringing of people of different racial or ethnic groups into unrestricted and equal association, as in society or an organization.

Little Rock Central High School: High school built in 1927 that served as the scene for the desegregation crisis of 1957; the building was declared a National Historic Landmark in 1982 and a National Historic Site in 1998.

Little Rock Nine: Term given the first nine African-American students who attended Little Rock Central High School during the 1957-1958 school year. The nine students are Melba Pattillo, Elizabeth Eckford, Ernest Green, Gloria Ray, Carlotta Walls, Terrence Roberts, Jefferson Thomas, Minnijean Brown, and Thelma Mothershed.

Mother's League of Central High School: Group of women that opposed desegregation.

National Association for the Advancement of Colored People (NAACP): Organization founded in 1909 in New York City for the purpose of improving the conditions under which African-Americans lived at that time. Although these conditions have improved enormously, many differences still exist in the exercise of rights of U.S. citizens solely because of race or ethnic origin. The NAACP continues to seek a single class of citizenship for every American.

U.S. Army's 101st Airborne Division: Federal troops sent from Fort Campbell, Kentucky, to ensure the safety of the nine African-American students at Little Rock Central High School and to keep peace in the city of Little Rock in the event of protest or violence.

President Dwight D. Eisenhower: (born in Gettysburg, Pennsylvania, in 1890 and died in 1969) American military leader and 34th president of the United States (1953-1961).

Reconciliation: Elizabeth Eckford and Hazel Massery, September 1997. *NPS Photo.*

Segregation: The act of segregating, or the state of being segregated; Separation from others; A parting.

State Sovereignty Committee: Committee formed by the Arkansas State Legislature to investigate the forces pushing for integration of Little Rock public schools.

State's Rights: All rights not delegated to the federal government by the Constitution nor denied by it to the states; The political position advocating strict interpretation of the Constitution with regard to the limitation of federal powers and the extension of the autonomy of the individual state to the greatest possible degree.

Unconstitutional: Not constitutional; Not according to, or consistent with, the terms of a constitution of government; Contrary to the constitution.

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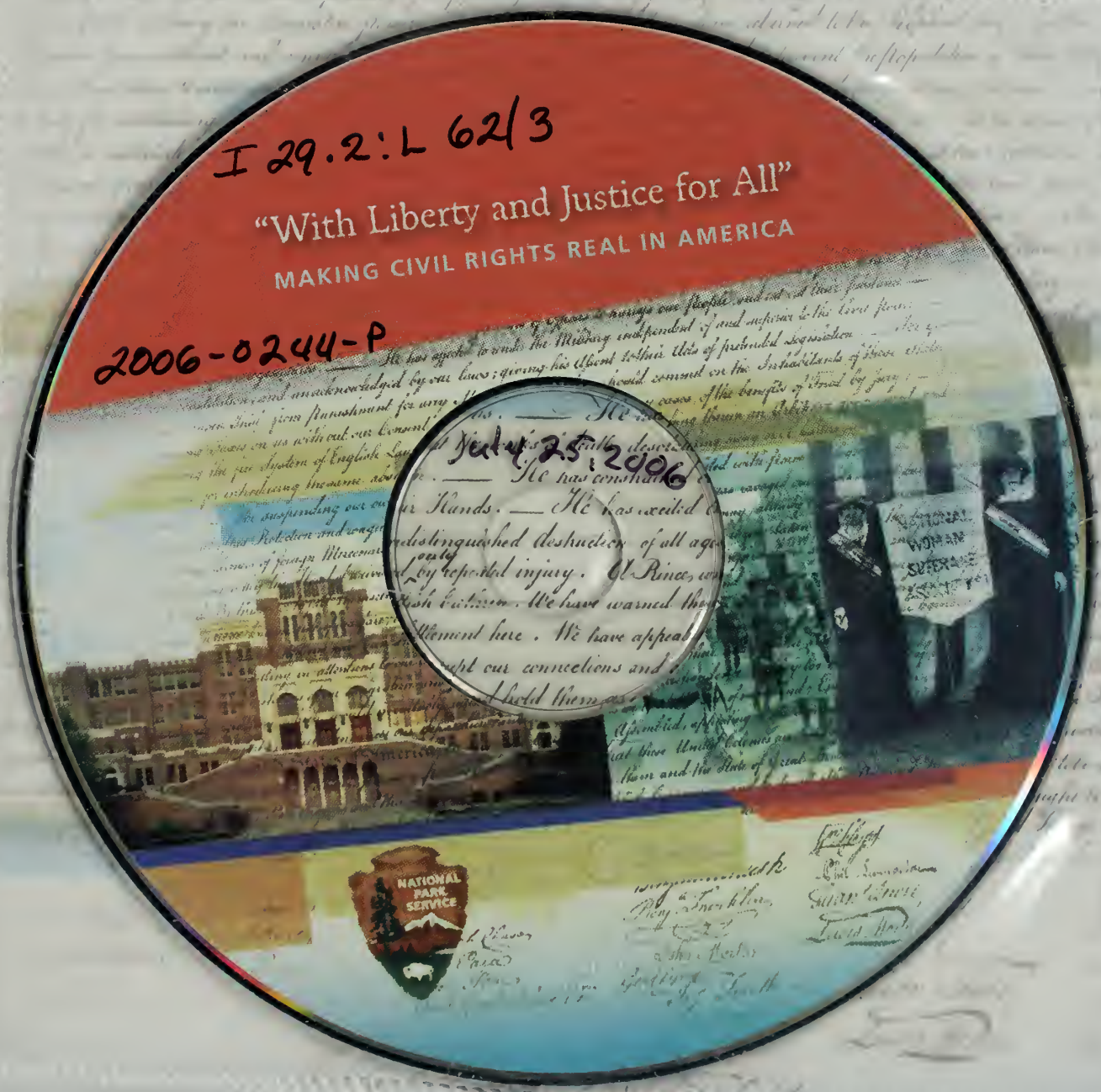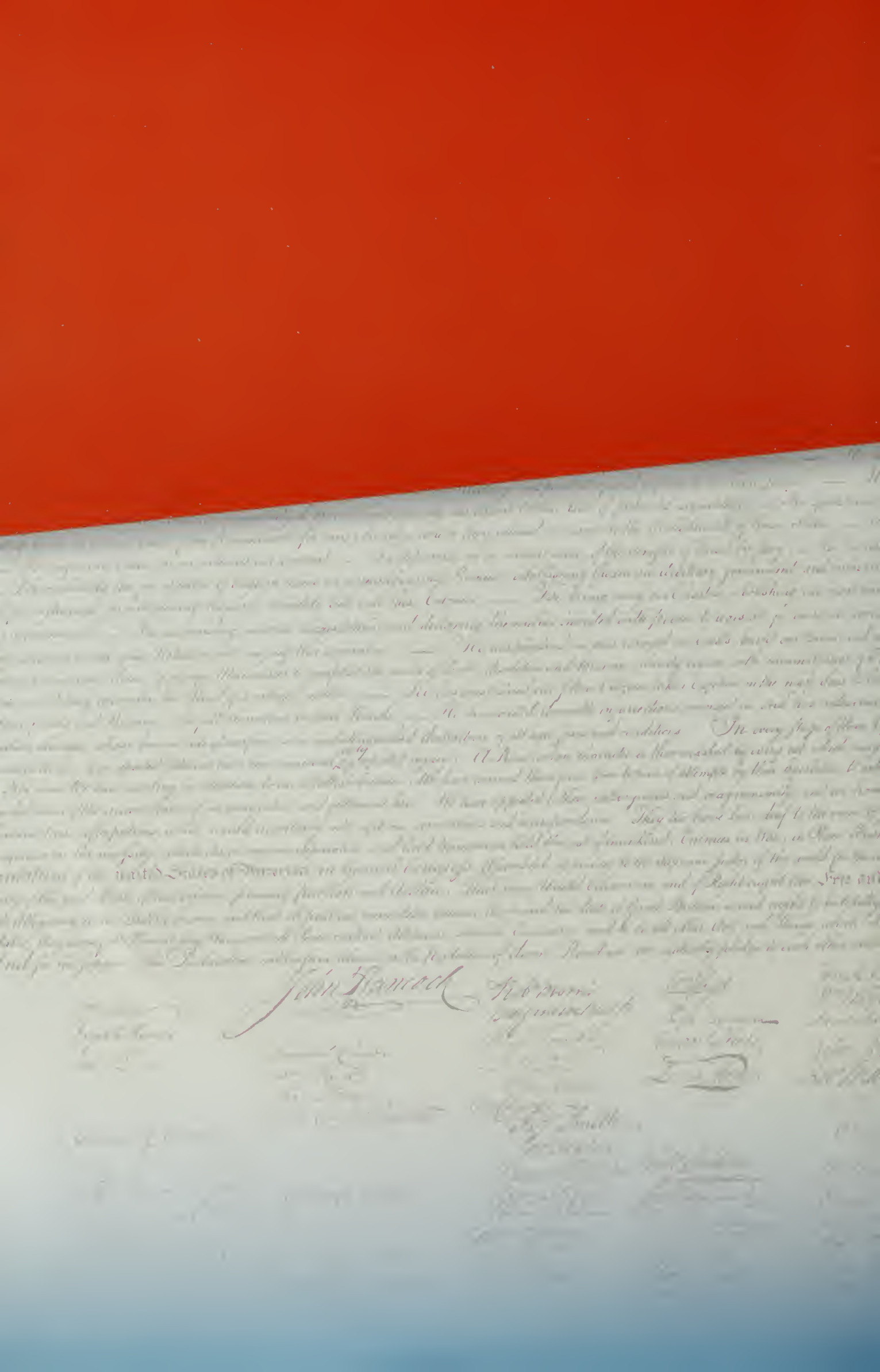
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